

# Lexington Elementary

116 Azalea Drive  
Lexington, SC 29072

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	1,034 Students	
<b>Principal</b>	John W. Young	803-359-4123
<b>Superintendent</b>	Dr. Karen C. Woodward	803-951-8363
<b>Board Chair</b>	Albert J. Dooley Jr.	803-359-0844

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
18	2	0	0	0

### IMPROVEMENT RATING

AVERAGE

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

### ADEQUATE YEARLY PROGRESS

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Excellent	Good	N/A
<b>2003</b>	Excellent	Good	Yes
<b>2004</b>	Excellent	Good	Yes
<b>2005</b>	Good	Average	Yes

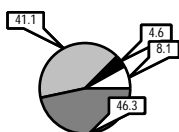
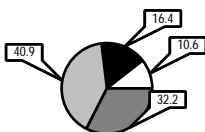
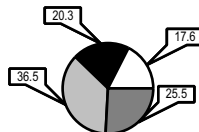
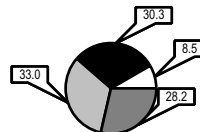
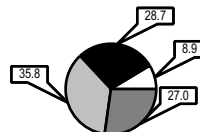
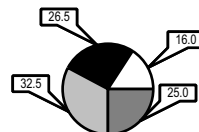
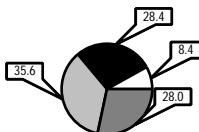
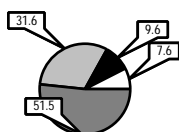
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	518	100.0	8.0	40.7	45.8	5.5	63.9	Yes	Yes
<b>Gender</b>									
Male	269	100.0	10.6	44.9	39.0	5.5	58.3		
Female	249	100.0	5.2	36.1	53.2	5.6	70.0		
<b>Racial/Ethnic Group</b>									
White	451	100.0	5.4	41.5	48.0	5.1	66.9	Yes	Yes
African American	39	100.0	30.3	36.4	24.2	9.1	36.4	I/S	I/S
Asian/Pacific Islander	16	100.0	7.1	28.6	50.0	14.3	64.3	I/S	I/S
Hispanic	11	100.0	40.0	40.0	20.0	0.0	30.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	472	100.0	7.0	40.0	48.3	4.7	65.6		
Disabled	46	100.0	19.0	47.6	19.0	14.3	45.2	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	518	100.0	8.0	40.7	45.8	5.5	63.9		
<b>English Proficiency</b>									
Limited English Proficient	11	100.0	40.0	30.0	30.0	0.0	40.0	I/S	I/S
Non-Limited English Proficient	507	100.0	7.3	40.9	46.1	5.7	64.4		
<b>Socio-Economic Status</b>									
Subsidized meals	89	100.0	16.9	45.5	32.5	5.2	42.9	Yes	Yes
Full-pay meals	429	100.0	6.3	39.8	48.3	5.6	67.8		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	518	100.0	10.5	40.5	31.8	17.2	68.6	Yes	Yes
<b>Gender</b>									
Male	269	100.0	9.8	39.0	32.3	18.9	72.8		
Female	249	100.0	11.2	42.1	31.3	15.5	63.9		
<b>Racial/Ethnic Group</b>									
White	451	100.0	7.7	40.1	34.7	17.5	72.7	Yes	Yes
African American	39	100.0	33.3	48.5	6.1	12.1	27.3	I/S	I/S
Asian/Pacific Islander	16	100.0	7.1	35.7	28.6	28.6	71.4	I/S	I/S
Hispanic	11	100.0	50.0	40.0	0.0	10.0	30.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	472	100.0	8.1	41.1	33.3	17.5	70.8		
Disabled	46	100.0	35.7	33.3	16.7	14.3	45.2	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	518	100.0	10.5	40.5	31.8	17.2	68.6		
<b>English Proficiency</b>									
Limited English Proficient	11	100.0	40.0	40.0	10.0	10.0	40.0	I/S	I/S
Non-Limited English Proficient	507	100.0	9.9	40.5	32.3	17.4	69.2		
<b>Socio-Economic Status</b>									
Subsidized meals	89	100.0	24.7	53.2	14.3	7.8	45.5	Yes	Yes
Full-pay meals	429	100.0	7.8	38.0	35.1	19.0	72.9		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	518	100.0	17.5	36.1	25.5	20.9	46.4
<b>Gender</b>							
Male	269	100.0	16.9	35.0	25.2	22.8	48.0
Female	249	100.0	18.0	37.3	25.8	18.9	44.6
<b>Racial/Ethnic Group</b>							
White	451	100.0	13.8	37.1	27.0	22.1	49.2
African American	39	100.0	57.6	21.2	15.2	6.1	21.2
Asian/Pacific Islander	16	100.0	14.3	35.7	14.3	35.7	50.0
Hispanic	11	100.0	40.0	50.0	10.0	0.0	10.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	472	100.0	15.1	37.8	25.6	21.6	47.2
Disabled	46	100.0	42.9	19.0	23.8	14.3	38.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	518	100.0	17.5	36.1	25.5	20.9	46.4
<b>English Proficiency</b>							
Limited English Proficient	11	100.0	40.0	50.0	10.0	0.0	10.0
Non-Limited English Proficient	507	100.0	17.0	35.8	25.8	21.4	47.2
<b>Socio-Economic Status</b>							
Subsidized meals	89	100.0	41.6	33.8	18.2	6.5	24.7
Full-pay meals	429	100.0	12.9	36.6	26.8	23.7	50.5

<b>Social Studies</b>							
All Students	518	100.0	8.4	32.6	27.9	31.0	58.9
<b>Gender</b>							
Male	269	100.0	7.9	28.3	28.7	35.0	63.8
Female	249	100.0	9.0	37.3	27.0	26.6	53.6
<b>Racial/Ethnic Group</b>							
White	451	100.0	6.3	32.4	28.2	33.1	61.3
African American	39	100.0	24.2	45.5	21.2	9.1	30.3
Asian/Pacific Islander	16	100.0	7.1	21.4	35.7	35.7	71.4
Hispanic	11	100.0	40.0	20.0	30.0	10.0	40.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	472	100.0	7.6	31.2	29.2	31.9	61.1
Disabled	46	100.0	16.7	47.6	14.3	21.4	35.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	518	100.0	8.4	32.6	27.9	31.0	58.9
<b>English Proficiency</b>							
Limited English Proficient	11	100.0	30.0	10.0	40.0	20.0	60.0
Non-Limited English Proficient	507	100.0	8.0	33.1	27.7	31.2	58.9
<b>Socio-Economic Status</b>							
Subsidized meals	89	100.0	18.2	42.9	23.4	15.6	39.0
Full-pay meals	429	100.0	6.6	30.7	28.8	33.9	62.7

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	179	100.0	8.0	22.7	58.0	11.4	69.3
	4	173	98.8	11.8	21.9	58.6	7.7	66.3
	5	155	100.0	15.7	45.8	35.9	2.6	38.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	169	100.0	3.2	34.4	55.2	7.1	62.3
	4	172	100.0	7.8	42.8	44.6	4.8	49.4
	5	177	100.0	13.0	45.7	39.5	1.9	41.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	179	100.0	9.1	57.4	24.4	9.1	33.5
	4	173	99.4	10.0	37.1	31.8	21.2	52.9
	5	155	100.0	9.2	38.6	29.4	22.9	52.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	169	100.0	9.1	44.8	30.5	15.6	46.1
	4	172	100.0	10.8	37.3	39.2	12.7	51.8
	5	177	100.0	11.7	40.7	26.5	21.0	47.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	169	100.0	21.4	37.7	26.6	14.3	40.9
	4	172	100.0	12.7	38.0	29.5	19.9	49.4
	5	177	100.0	19.1	34.0	20.4	26.5	46.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	169	100.0	5.2	31.8	33.8	29.2	63.0
	4	172	100.0	6.6	29.5	26.5	37.3	63.9
	5	177	100.0	13.6	37.7	24.7	24.1	48.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 1,034)</b>				
First graders who attended full-day kindergarten	100.0%	No change	96.8%	100.0%
Retention rate	1.4%	Down from 1.5%	1.6%	3.0%
Attendance rate	97.0%	Up from 96.5%	97.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.6%	Down from 1.2%	1.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.8%	Down from 1.4%	1.1%	3.2%
Eligible for gifted and talented	26.5%	Down from 28.7%	30.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.7%	Down from 4.1%	5.8%	8.2%
Older than usual for grade	0.3%	Up from 0.2%	0.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 71)</b>				
Teachers with advanced degrees	59.2%	Down from 60.0%	60.0%	52.6%
Continuing contract teachers	88.7%	Down from 90.8%	88.3%	83.3%
Highly qualified teachers	92.3%	Down from 94.3%	93.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	91.9%	Up from 91.1%	88.8%	87.0%
Teacher attendance rate	95.5%	Down from 96.1%	95.6%	95.0%
Average teacher salary	\$42,837	Up 0.2%	\$44,158	\$41,703
Prof. development days/teacher	11.7 days	Up from 9.6 days	13.7 days	12.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 11.0	3.3	4.0
Student-teacher ratio in core subjects	20.9 to 1	Down from 21.5 to 1	20.2 to 1	18.8 to 1
Prime instructional time	91.6%	No change	91.0%	89.8%
Dollars spent per pupil*	\$5,549	Down 3.8%	\$6,318	\$6,242
Percent of expenditures for teacher salaries*	67.0%	No change	67.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 95.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	92.1%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Dear Parents:

Lexington Elementary School (LES) is a wonderful community school with a rich heritage of parental involvement and community support. Currently more than 1,100 students and about 116 full and part-time teachers and staff members call LES home.

This past year, LES received the Palmetto Gold Award which recognizes high levels of student achievement. We also received a "Met Adequate Yearly Progress" label by meeting all goals set for our school through the No Child Left Behind legislation.

In cooperation with our PTA and business partners, LES celebrated Mardi Gras in style at the annual French Night Celebration in February. As a Palmetto Gold Award Winner, LES was able to purchase additional technology items, such as a class set of handheld computers. Staff members have received instruction on how to use handheld computers as instructional tools. PTA funds also purchased additional technology resources. The school continues to use Measures of Academic Progress (MAP) tests to identify areas of concentration for individual students and grade levels.

School goals for the 2004-2005 school year focused on three areas: Communication Skills, Thinking and Reasoning Skills, and Personal and Social Responsibilities. In the area of Communication Skills, teachers emphasized writing skills throughout the curriculum. Classroom projects included oral presentations to enhance oral communication skills. In the area of Thinking and Reasoning Skills, a Mathematics Coach was employed to demonstrate up-to-date problem-solving strategies in mathematics through teacher workshops and classroom demonstrations. Balanced Literacy continues to be a focus for staff development. Personal and Social Responsibilities were emphasized through classroom guidance lessons, emphasis on school-wide Character Education Traits and through school-wide efforts such as the LES Has Heart Fund, which raised more than \$6,000 for victims of the 2004 tsunami.

The greatest challenges that LES will face in the 2005-2006 school year will be the overcrowding of the physical facility and providing continued staff development for teachers in academic and technological areas. LES will continue our focus on Balanced Literacy, Math Coach activities, Character Education, Parent Communication, and our emphasis on technological advances as we strive to meet the needs of our growing population.

John W. Young, Principal  
Lea Mangum, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	76	167	142
Percent satisfied with learning environment	100.0%	91.0%	93.6%
Percent satisfied with social and physical environment	98.7%	89.2%	95.7%
Percent satisfied with school-home relations	97.3%	91.0%	85.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.